

ANALYSIS OF THE ROLE OF TEACHERS AND HEADMASTER IN IMPLEMENTING CURRICULUM 2013

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ABSTRACT

The study was to describe the role of teachers and headmaster in implementing curriculum 2013. The study was a qualitative approach. Research instrument is the researchers our self. Data collecting technique were used deep-interview, participation observation, and documentation. Reseach subjects are headmaster, vice headmaster, teacher, siswa, and school committee members with snowball. Key informan is principal. Research objects are: persons, concept, place, and activities. Verification of data was done by credibility, transferability, dependability, and confirmability criteria. The research findings that: 1) The roles of teachers in curriculum implementation are as translator, counselor, evaluator, leader; facilitator, drafter, actor, participant, and motivator; 2) headmaster has role as planning, implementation, and evaluation; 3) the head of the madrasah has a larger role than the teachers, because the headmaster as one who give influence in the implementation of the curriculum at the school, while the teachers practice in the classroom. However, the two sides could collaborate with each other, so that the implementation of the curriculum can be run well; and 4) the implementation of the curriculum in MAN 3 Jakarta can be done well, thanks to the support of students, parents, school committees, and related parties

Keywords: *role of teacher, headmaster of madrasah, implementation, curriculum*

National Education in Indonesia is still facing various problems. The issue is perceived will never be end, given the substance is transformed through a process of education and learning are always under pressure the advancement of science, technology, and progress of society. One of the problems of education in Indonesia is still prominent today is the curriculum alternating and overly burdensome student, teachers, headmaster, and other education stakeholders without any direction of the development of truly implemented in accordance with the desired changes in the curriculum (Busro, 2016: 1). It is undeniable that the curriculum changes and its implications always lead to the improvement of the education system. The changes were made because they are not in accordance with the desired expectation that the need for revitalization and curriculum innovation. The effort must be done for creating of next character generation, who understand the identity of his nation and create an excellent student, able to compete internationally (Veeda, 2015: 1).

Curriculum is dynamic because it is always changing according to the development and challenges of the times. The more advanced the civilization of a nation, the more severe are also the challenges it faces. Competition intensified science done by the international community, so that Indonesia is also required to be able to compete globally to raise the dignity of the nation. Therefore, in order to face the challenges that will befall the world of education in Indonesia, the firmness of the curriculum and its implementation are needed to improve education performance far behind the developed countries in the world (Veeda, 2015: 1)

From many elements of educational resources, the curriculum is one of the elements that make a significant contribution to realizing the development process quality and potential students. So there is no doubt that the curriculum innovation is indispensable as an instrument to guide students into: (1) qualified people who are able and proactive answer the challenges of the times are changing; (2) Human educated faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent; and (3) citizens of a democratic and responsible. Development and implementation of the curriculum is one of the national education development strategies. Unfortunately, spearhead the implementation of the curriculum in the field in this case is the teachers, headmaster, and other stakeholders, have not been able to translate the meaning of curriculum changes that have been compiled by experts in curriculum and other education specialists (Busro, 2016: 1).

The drawbacks above cannot be separated from various problems of curriculum implementation at the grassroots level, namely: (1) the absence of a common understanding between the developers of the curriculum with teachers and headmaster, (2) the lack of socialization changes in the curriculum to teachers and headmaster, (3) the limited number of facilities and infrastructure to support the

implementation of the curriculum, (4) the distribution of the new curriculum as a result of the changes are not accompanied by technical instructions were clear so has many obstacles when implemented at the school, (5) the curriculum implementation of the development is not started from the narrow scope, but directly applied to a wide scope, involving thousands madrasah, in the various provinces, cities, districts, and villages.

As known in the school curriculum is different from the school, therefore, it should have a different approach when implementing the curriculum in school. The implementing process of the curriculum at school certainly should be able to unite in charge of public education and religious education. The implementing process of the curriculum should be integrally equally includes both the charge without being defeated. This effort would require the support of thought, time, effort, and cost is not small.

Unfortunately a lot of refusals were conducted by the school, teachers and headmaster in implementing of the outcomes of curriculum innovation. The refusal is not directly, but it is usually disguised as carry out with a vengeance, just execute at the level of the surface of it does not arrive at its core, and the teachers thought that the curriculum changes only adds to inconvenience them when they are in the classroom. Teachers often have an incorrect understanding that the effort they did after the curriculum change is not proportional to the increase in student achievement results compared with the previous curriculum, so that they feel forced and less optimistic in doing curriculum change.

Societies also sometimes have an incorrect understanding of the curriculum change. Societies consider curriculum changes do not see the needs of students or changes and developments in science, technology, art, and the progress of other societies, but rather because of political policy changes that swept the world of education.

Theoretically, the curriculum is a written plan about the ability to be possessed by national standards, the material to be learned and learning experiences that must be followed to achieve this capability, and evaluation needs to be done to determine the level of achievement of the ability of students, as well as a set of rules that relates to the experience of students in developing their own potentials in a particular educational unit.

Compiling curriculum requires strong foundations, based on the results of in-depth thinking and research. Curriculum that is not based on a solid foundation can be fatal to the failure of the education itself. By itself, it will also have result in the failure of the process of human development (Ardimoviz, 2012: 2). Curriculum development should also be based on the management functions, including planning, organizing, implementation, and evaluation. In other words, the curriculum should be developed through careful planning function, systematic and integrated approach, good organization, implementation in the field, and the monitoring of its implementation (Nur, 2011: 1). Curriculum development is the process of compiling the curriculum by curriculum developers and the activities carried out so that the resulting curriculum can be teaching materials and reference that can be used to achieve national education goals (Alawiyah, 2013: 1). In developing and implementing curriculum, should always involve teachers and headmaster, curriculum experts, education experts, other experts outside the field of education, graduate or alumni, students, and graduates user (Arifin, 2012: 2).

In developing the curriculum has always adhered to the principle of developing, they are always oriented objectives or competence, relevance, flexibility, continuity, and efficiency (Hernawan, 2015: 3). Centre for Educational Research and Innovation (CERI) described that curriculum development is the process of analyzing and refining goals, aims and objectives, together with the translation of these into the content of courses by formal or informal methods. (CERI, 2013: 12). Unruh dan Unruh (2014: 97) found that:

"A complex process of assessing needs, identifying desired learning outcomes, preparing for instruction to achieve the outcomes, and meeting the cultural, social, and personal needs that the curriculum is to serve."

There are components in the management of curriculum planning include: 1) the organization of curriculum, 2) model of curriculum planning, 3) process or planning steps, 4) the activities of curriculum management, 5) the principles of curriculum planning, 6) the nature curriculum planning, and 7) the function of curriculum planning (Sandika, 2012: 2). Curriculum planning should fulfill some of the principles of which are noticed the student experience, covers the process and content, include a variety of topics, involving the entire society, covering all levels and continue to be developed in a sustainable manner. Given the importance of curriculum planning, all the planning principles of curriculum must be fulfilled for the establishment of a good curriculum and in accordance with the real needs of the changing times (Purwaningsih, 2012: 3). Ornstein and Hunkins (2004: 56) found that:

"Many of the new curriculum, which failed in implementation due to the absence of an overall plan to change in a system of school. The curriculum has been planned in the whole system, but because it is so diverse key players and psychological problems of financing, and has not been successful integrated vision, pereview predicts that the new curriculum will be limping, unevenly distributed between the educational units one and the others."

Seeing the problem and the theoretical framework as described above, the problem of this research is: how is the role of the teachers and headmaster in implementing the curriculum?

METHOD

This study used "a qualitative method" and the data were collected using deep-interviews, documentary studies, and the participant observation. The interview technique was more effective than the written questionnaires because the researcher herself is the research instrument (human instrument) in qualitative research, as Guba (1990) says, that is capable of grasping and evaluating the meaning of that differential interaction. Therefore, this research does not quantify the result of answers by using numbers, but using words

Research subjects are principal, vice principals, teacher, students, and school committee members with snowball. Key informant is principal. Research objects are: persons, concept, place, and activities. Verification of data was done by credibility, transferability, dependability, and confirmability criteria. Key informants of this research are: teachers, headmasters, vice headmaster, students, school of committee.

FINDINGS AND DISCUSSION

An Overview of Implementing Curriculum in MAN 3 Jakarta

Madrasah Aliyah Negeri 3 Jakarta until 2016 both class X and XI have been using the curriculum 2013. The curriculum has been designed optimally by the innovator, believed by teachers in MAN 3 Jakarta as a good curriculum, which will have result in improved processes and results learning. Curriculum 2013, which is being "trial" its implementation, initially perceived difficult for teachers unless implemented because it is not supported by the entire system of school, but the reality is not like it.

According to the understanding of teachers, the curriculum is perceived by some teachers as a good curriculum because in the planning process pay attention to philosophy of curriculum development through considering the views of teachers and stakeholders will implement the curriculum. In philosophy, curriculum development goal is to complement the various weaknesses that exist in the previous curriculum.

The compilers of the curriculum should be aware that innovation curriculum improvement requires good planning, extensive socialization, and rigorous monitoring and evaluation. Teachers as the party most interested in implementing the curriculum always think about whether the process of implementing the curriculum will be benefit for teachers and students or even difficult for himself. When the curriculum is believed to facilitate, then teachers will be happy to carry out, but if otherwise, the teachers will refuse it.

The implementation of curriculum in MAN 3 Jakarta can be said that it has been success because a lot of new things and new benefits that can be felt by teachers, students and school (society). Implementation of this curriculum can be success because it relied on appropriate measures, especially during the implementation process. The implementation of the curriculum can be viewed as a series of actions that are very technical. The center point of the success implementation of the curriculum in MAN 3 lies on a component of teachers themselves. The implementation of curriculum 2013 in MAN 3 Jakarta is an attempt to change knowledge, actions, and attitudes of individuals started from teachers, students, headmaster, and public education in general.

Role of the Teachers

Teachers and students are a central figure in the learning process of teachers and students collaboratively determine the content and learning objectives in accordance with the interests and needs, as well as determine the ways most appropriate to obtain the material and achieve learning goals. Thus, associated with the implementation of the curriculum at least there are three main

components that must work synergistically, they are (1) students, (2) teachers and (3) curriculum. In the process of learning in MAN 3 Jakarta, these components are inseparable relationship between one another. Without students, teachers will not be able to implement the learning process. Without teachers to students will not be able to optimally learn. Without the curriculum, teachers will not have the teaching materials will be taught to students.

In the implementation of the curriculum in MAN 3 Jakarta at least there are nine roles of teachers that must be implemented thoroughly:

First, as a translator, teachers have role for translating curriculum in MAN 3 Jakarta. The translation process is beneficial in: providing a source of inspiration, insight, and feedback on the progress of the quality of education as relevant needs for students. Teachers in MAN 3 Jakarta are also the planner and executor on classroom curriculum developer at the forefront in carrying out its duties and mandate. Teachers are a mature interpreter curriculum. They have reorganized the curriculum from the center to be presented in class. Without translating well by teachers, curriculum applied by the government only as a dead thing that has no meaning at all for improving the quality of human resources in Indonesia. In other words, teachers in Jakarta MAN 3 always have role as translator of the curriculum that has been developed by the central government. By translating, the learning process is presented by the teachers was comfortable and pleasant. Thanks to the expertise skills and artistic ability in teaching, teachers in Jakarta MAN 3 are capable of creating a situation of active learning that excites the earnest and to encourage the creativity of students.

Second, as counselors, teachers have role to overcome obstacles that may interfere with students' learning progress, both personal and group. Various problems are faced by students. Implementing the curriculum in MAN 3 Jakarta is almost entirely dependent on the creativity, skill, seriousness and persistence of teachers. The teachers in MAN 3 Jakarta are also obliged to explain to the students about what will be achieved with teaching, giving motivation to learn, creating competitive and cooperative situations and also providing direction and guidance.

Third, as an evaluator, teachers in MAN 3 Jakarta became assessor in the achievement of the implementation of the curriculum in a comprehensive and sustainable continuously on various aspects of students' behavior. Although the curriculum has been structured well, but teachers still have a duty to hold improvements and adjustments. It is also in accordance with the findings of Hutahaean, (2014) who found a multidimensional curriculum evaluation model (EKM) which is comprehensive suite for the CBC. EKM model was developed from the CIPP model into six dimensions of evaluation in the evaluation cycle that aims to provide information as an alternative for improving the curriculum. Its application starts from the dimensions of evaluation: context and requirements, design, implementation, outcomes, impact, until the evaluation for curriculum evaluation.

Fourth, as a leader in the classroom, the teachers in MAN 3 Jakarta has a strategic role in leading the successful implementation of the curriculum in the classroom during the learning process runs. That is, teachers in MAN 3 Jakarta as a leader in the classroom understand each student's character and can arrange planning scheme, set the implementation of learning, conducting surveillance, and conduct early evaluation as effective as possible in line with the direction of the implementation of the curriculum. Thus, the presence of teachers in MAN 3 Jakarta both in the classroom and outside the classroom can bring a synergy of its own for the sustainability of good teaching. It relates to the findings of Usman and Raharjo, (2013: 20) concluded that the instructional leadership strategies are: exemplary, learning in the classroom and outside the classroom, school culture, and strengthening.

Fifth, as a facilitator, teachers in MAN 3 Jakarta has the role of facilitating the implementation of the curriculum in the subjects of what they teach. As a facilitator, teachers in MAN 3 Jakarta creates an enabling environment may prepare science to students with a high level of convenience. Teachers in MAN 3 Jakarta can adjust the level of difficulty of the material to fulfill the needs of students' set in the curriculum.

Sixth, as a conceptor, teachers in MAN 3 Jakarta compiles curriculum in the field for a period of one year (annual program), one semester (one-semester program), a few weeks or a few days (units of learning programs). The annual program until the unit learning program has the same components as the objectives, teaching materials, methods and media of learning and evaluation. Different aspect is only the breadth and depth. As a drafter, a teachers in MAN 3 Jakarta also in charge of preparing and formulating the appropriate objectives, selecting, and preparing study material according to the needs, interests, and talent of students using various teaching methods and media. Teachers in MAN 3 Jakarta, also played a part in formulating within each component and element of the curriculum. In such activities, teachers in MAN 3 Jakarta haspossess in curriculum and encouraged to develop his or her knowledge and ability in curriculum development.

Seventh, as an actor, teachers act implementing curriculum that has been implemented. Teachers in MAN 3 Jakarta have the primary responsibility for implementing the curriculum. In implementing the curriculum, teachers must have a proper understanding of the concept of curriculum and how a curriculum is created. Therefore, teachers in performing their duties should have four teachers' competency standards, namely (1) the pedagogical competence, (2) personal competence, (3) social competence, and (4) professional competence. As an actor, teachers in implementing the curriculum are trying to do with reference to the ability of students, completeness of facilities and infrastructure owned school, school culture, school organization, school environment, school wisdom, and other aspects that could affect the successful implementation of the curriculum in school.

Eighth, as participant, teachers participated in success when implemented in the school. Without the participation of teachers, the curriculum set by the government, then set as the applicable curriculum will not be able to run well without the participation of teachers. Participation of teachers is not only on the implementation of the curriculum but also started from planning, implementation, and evaluation of curriculum.

Ninth, as a motivator, teachers in implementing the curriculum always try to motivate all students, to always study hard, have high motivation to do the task at home, have high motivation to continue to higher education, enrichment or remedial eagerly. With this motivation, students will always try to achieve the target that has been set by curriculum.

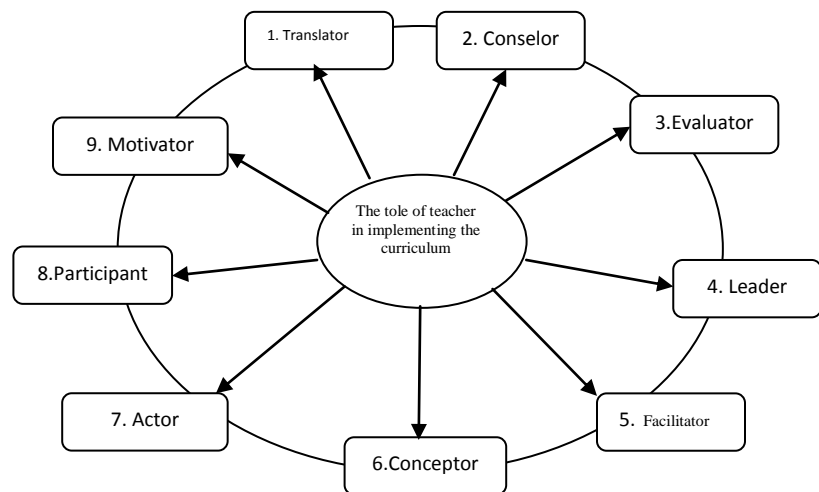


Figure 1.
The role of teacher in implementing the curriculum

The Role of Headmaster

Headmaster of MAN 3 Jakarta is in the forefront in implementing the curriculum and has dominant role in the management of the school. Headmaster of MAN 3 Jakarta can be said as a school manager, because he has a very important role in: (1) improving the quality of school, (2) creating a good education output, and (3) utilizing the existing resources efficiently and effectively in order to achieve the vision and mission of school.

Relating to this curriculum management, Headmaster of MAN 3 Jakarta always pay attention to the performance of the teachers and staff, especially in documenting student achievement list that will be published to the public as part of the output to be proud. Thus, the headmaster of MAN 3 Jakarta always works more active for seeking opportunities for cooperation with the parties' stakeholders. Headmaster of MAN 3 Jakarta always tries to create partnerships in business, society group around to strengthen support for the achievement of objectives of school. He also always tries to provide facilities and infrastructure either in the material or non-material form that can support the implementation of the curriculum in school.

Curriculum and learning management in MAN 3 Jakarta highly prioritize the role of headmaster in various ways, such as: (1) planning curriculum development and learning in MAN 3 Jakarta; (2) planning the implementation of the curriculum and learning at MAN 3 Jakarta; (3) as the planner of curriculum evaluation and learning in MAN 3 Jakarta.

First, in the planning of curriculum and learning, headmaster of MAN 3 Jakarta carry out its role, namely: (1) the manager has duty to formulate their programs, objectives, and actions to be taken by the teachers; (2) a leader who acts as a motivator and supervisor who oversees the implementation of the implementation of the curriculum in the classroom; (3) the leader who connected the interests of school with students' parents in relation to the implementation of the curriculum; (4) the manager who organizes teaching management should be done by the teachers during the implementation of the curriculum in the classroom; (5) the leaders who coordinate to organize the division of duties to all staff in supporting the implementation of the curriculum in the classroom.

Second, in implementing curriculum and learning, headmaster in MAN 3 Jakarta carry out its role, namely: (1) a leader who always gives confidence to delegate tasks to teachers and educator in MAN 3 Jakarta; (2) a leader who always gives motivation to all educator to carry out their respective duties in helping teachers to implement the curriculum; (3) a leader who always gives monitor on the implementation of the curriculum in the classroom; (4) a leader who always does the task of supervision in the classroom to monitor curriculum implementation is done by the teachers; (5) a leader who has control the situation if there are problems during the implementation process of the curriculum.

Third, in the evaluation of the curriculum and learning, headmaster of MAN 3 Jakarta carry out his role as: (1) a leader who conducts the coordination with all parties in MAN 3 Jakarta; (2) a leader who consults with the head of department and ask for consideration in the evaluation process of curriculum and learning; (3) a leader who shares the information that has been obtained from consultation with a team of consultants to teachers in MAN 3 Jakarta; (4) decision maker on all actor of curriculum in MAN 3 Jakarta; (5) educator who conducts empower to teachers in implementing the curriculum in the classroom.

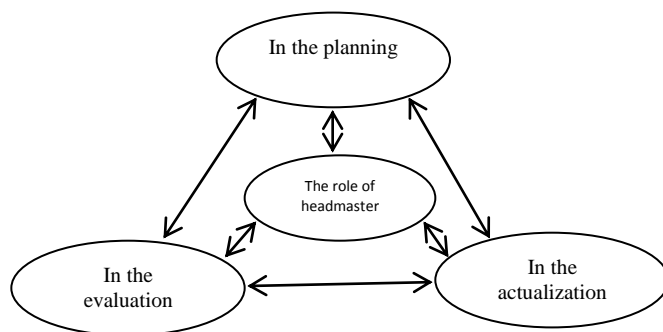


Figure 2.
The tole of headmaster in implementing the curriculum

DISCUSSION

To implement the curriculum in the school need to understand the content of the curriculum as a whole. Through a whole understanding, the teachers and headmaster may implement a curriculum optimally. With themaximum implementation, it will produce good quality graduates.

During this time, the approach used in the implementation of the curriculum in school is material. So the subject matter will be given to students as many and deeply as possible with the expectation that students can master the material optimally. Even for mastering the material, drilling was also given from the beginning, far before students faced various tests of learning outcomes. In implementing such a curriculum, learning objectives are achieved not only on the cognitive aspects but also affective and psychomotorics.

The third aspect is always getting emphasized in the implementation of conducting the curriculum in school. When implementing the curriculum, cognitive, psychomotor and affective aspects have become integral competence to be achieved by the students. In addition, it also emphasized character education and affective aspects. This is in line with the opinion of Glenn (2007: 67) states that in the implementation of the curriculum need award charge character education, so that students also get lessons values that can be applied in employment and society.

Management curriculum at the school is done by using all the elements of education providers, including parents and school committee. Implementation of the curriculum is conducted by the teachers is always based on the ability of teachers in relating between the field experience to the reality in the classroom. In other words, in the development and implementation of curriculum, teachers' professionalism is indispensable.

This is consistent with the finding's of Hamalik (2008: 248) that before teachers implement the curriculum implementation model, curriculum implementation should be viewed by teachers as a system. Curriculum management functions should be viewed as an element of a system or subsystem of great curriculum implementation system. Through the components and sub-components, the system of curriculum implementation can run well. In every stage of the implementation of the curriculum, teachers should always pay attention to the internal and external factors related to the implementation of the curriculum.

Based on the research that has been done can be understood that the direction of the curriculum implementation goal is to improve the implementation of the learning process in the classroom and to produce quality graduates. Thus, the process of implementation of the curriculum that was conducted by the teachers in the process of educating, guiding, teaching, and training the students and other forms aims to improve and educate students. This is consistent with the findings of Busro (2016: 4) which states that:

"All planning efforts and implementation of curriculum in the school suited to the competence of teachers, students' competence, facilities and infrastructure, and the support of parents. Implementing a perfect curriculum aims to provide excellent service to students. Likewise, the confidence of teachers to the curriculum results modified is the key to success on the innovation and implementation of the curriculum in school. Thus, implementation of the curriculum that was conducted the teachers in the school is an emotional and collaborative effort between curriculum developers and teachers as the actor in the field."

Support from the teachers and headmaster is a very important thing when require the implementation process can be run successfully. As we know that teachers allocate the majority of their working time in the classroom with the students, so that when the teachers refused to do the implementation of curriculum, so the curriculum has been arranged by the developers of the curriculum will be remnants (Readety, 2008: viii).

In relation to the curriculum, teachers have a very varied role, namely as a motivator, evaluator, translator, developer, leader; counselor, facilitator, drafter, and actor while the headmaster has higher role as planners, implementers, and evaluators. Headmaster have a larger role than the teachers, because the headmaster as influencers, while teachers practice in the classroom. Students, parents, school committees, and stakeholders have a role as a support for the success in the implementation of the curriculum.

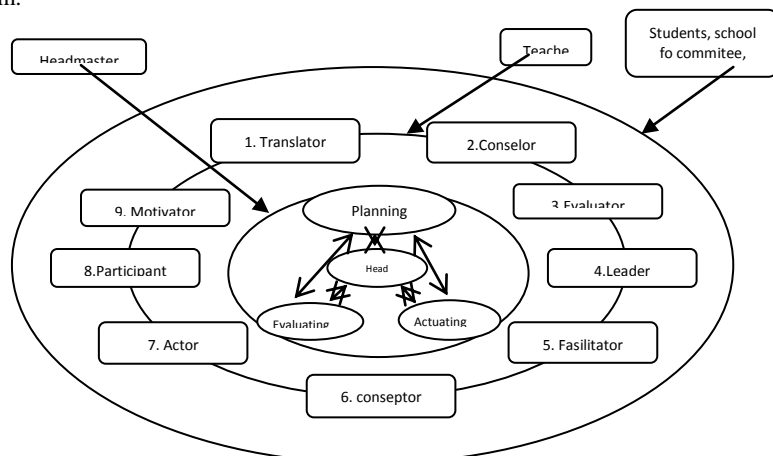


Figure 3.
The relationship of the role of teacher and headmasters in implementating curriculum

Figure (3) described there are three lines of circle in implementing the curriculum. The first circle is influent cycle played by the headmaster. Headmaster has a role in the planning, implementation and evaluation of curriculum. Policies that are planned by the headmaster to be done by all teachers, and will be reevaluated by the headmaster related to the level of achievement of the curriculum. The second circle is operational cycle played by teachers, namely as a translator, counselor, evaluator, leader; facilitator, drafter, actor, participant, and motivator. Although not as vital as headmaster in implementing the curriculum, but teachers still have a strategic role. Teachers and headmaster collaborate in implementing the curriculum so that the implementation can run well. The third circle or outer circle called as a supporting cycle played by students, parents, school committee, user societies, and others. They serve as supporter in implementing the curriculum.

This is consistent with the findings of Raihani (2008: 121) states that teachers in implementing curriculum are certainly always communicating with the headmaster. Thus, share the ideas and attempts to solve the problems during the implementation of the curriculum can be solved well, and program implementation of the curriculum can be successfully implemented. Teachers and headmaster in implementing the curriculum at the school aims to make a change that allows the students to achieve the learning program. Implementation of the curriculum at the school is an important part in the development of the curriculum. Curriculum development will not mean anything when it is not implemented well by teachers, headmaster, students and other stakeholders (Stowe, 2011: 23).

In the process of implementation in order to do change requires an understanding of all the parties so that the process of change from the previous circumstances may occur. Teachers' understanding on the changes desired by the compilers of curriculum innovation will determine whether the change is going to happen or not (Nasution, 2008: 6). The actors of curriculum implementation have known the impact or consequence that will occur, including the advantages and disadvantages. They can predict the result of the changes will occur. In understanding the concept of change, teachers should be aware that efforts will be made will be wasted if it is not supported by students, headmaster, society, school committee, department of education, supervisor of school, and other stakeholders (Mulyasa, 2006: 23).

The support given by all will create a fundamental change, not only at first glance but also permanent. Those new will usually refuse the change because they think that the change made will only complicate the students, waste socialization cost, and the students only as a guinea on the new curriculum. The results of this research was supported by the results of research conducted by Retnawati (2015: 32) conclude that socialization has not been able to provide a good and thorough understanding of the curriculum 2013. Teachers got difficulty organizing time on lesson planning, planning the learning, planning assessment of attitude and choose knowledge and skills in the preparation of assessment instruments. They are time limitation in the implementation of learning, the difficulties that related to learning device and difficulty activating students. The scoring system is complex and needs a long time to prepare a report.

Planning should be participated the teachers to consider their learning experiences so that the students are involved in activities inside and outside the school. Planning should be the implementation of a continuous learning experience so that learning activities of students since the beginning are capable of giving the experience. The curriculum should be planned in such a way so as to assist the character building, personality, and supplies the basic knowledge students have democratic value and in accordance with the character of the Indonesian culture. Planning must be realistic, feasible (workable) and acceptable (received well) (Purwaningsih, 2012: 4).

The logical consequence of understanding the curriculum in its broadest sense is teachers need to develop syllabus and lesson plans are sourced on the curriculum in terms of product into the objectives, programs and learning experiences of students are in accordance with the actual development of global society. Therefore, the school can and should be engineered as a learning curriculum. Thus, students will gain learning experience not only textual but also contextual contemporary. Teachers should be able to explain the curriculum into the syllabus and lesson plans so that they have been involved in curriculum planning at a very specific level, the grade level (Purwaningsih, 2012: 5).

Curriculum implementation is done by the teachers should show a process of enlightenment of the individual student. The expected change will also be able to improve the students' personal construction, student attitudes, towards life and the values they hold as a good thing (Dzakir, 2004: 8). However, for implementing the curriculum can run successfully it requires energy, time, and patience of the teachers and the other actors of curriculum implementation. To be successful, it should

be made various efforts undertaken continuously in a longlimited time and involving all parties (Ornstein and Hunkins, 2004: 142).

Relating to the headmaster's role in implementing the curriculum, this study are consistent with the results of research conducted by Readety (2008: iii) which concluded that the management of curriculum and learning in the school is so prioritize the role of headmaster in terms of: (1) planning of curriculum and learning; (2) the implementation of curriculum and learning; (3) evaluation of curriculum and learning.

The results of this study are also consistent with the finding's Katuuk (2014: 21) concluded that the successful implementation of the curriculum requires good management. In order to implement the curriculum 2013, there are some important aspects of management which includes planning for implementation, main and supporting resources, the learning process in the school, monitoring and evaluation.

The results of this study are also consistent with the finding's Pujayanti (2006: 213) that the headmaster as curriculum change agent must understand how to conduct systematic change. Some things to be considered: (1) The headmaster has to convince all parties that the implementation of the curriculum will be able to improve the quality of educational process and outcome, (2) headmaster should be able to consider some of the negative things that are predicted to arise and set up a way to overcome them, (3) headmaster should be able to see the real meaning of the behavior of those who receive the impact of changes in the curriculum, started from teachers, students, headmaster, school committee, school supervisor, and others (4) headmaster should be aware that there will many people who would oppose the change, but the change must be done for better education.

There are some guidelines for the headmaster to avoid confusion in the implementation of the curriculum, namely: (1) designing the implementation model will be able to improve students' achievement, (2) model of curriculum implementation will have result a change in the structure of the school, (3) the implementation model should be carried out by teachers, (4) the implementation model should be supported organically by the organs of the existing education, (5) the resource requirements when implementing the curriculum is very limited as it needs much time and cost (Busro, 2016: 7).

In the implementation of the curriculum will be potential for conflict between people and groups. Although the conflict is going to happen, headmaster should be able to organize such a way that people realize that all were doneheadmaster for all goodness. Program of the curriculumimplementation that is being applied in the school gives an opportunity for all to participate such: students, teachers, headmaster, or school supervisor.

The research results of Krissandi and Rusmawan (2015: 1) indicates that the obstacles experienced elementary school teachers in implementing curriculum 2013 came from governments, institutions, teachers, parents, and students. The obstacles of the government include the distribution of the books, assessment, teachers' administration, allocation of time, socialization, implementation of thematic learning, guiding the implementation of the curriculum, and learning activities in the students' books. The obstacles of institutions include facilities and infrastructure, and the rotation of teachers both vertical and horizontal. The obstacles of the teachers include the creating of instructional media, understanding teachers, integrating other lesson in thematic learning, and mastering of information technology. The obstacles of parents and students include report and adaptation on the thematic learning.

The success of curriculum implementation effort is basically a function of the headmaster's ability to guide the teachers, students, and staff at the time or before the curriculum innovation. Implementing a new curriculum, should be started by introducing changes of the curriculum itself. The success of the curriculum changes efforts need passion to start work on a new curriculum, across the limitations of the existing curriculum, and to understand the new curriculum area curriculum development results (Arifin, 2011: 49).

The success of implementing the curriculum requires one who is brave to welcome the diversity of ideas and new view. The success of implementing of the curriculum is highly dependent on the ability of the agents of curriculum change in convincing all sides about the good values of curriculum innovation do. The curriculum change agents should be aware that they will be dealing with parties who did the refusal (Ornstein and Hunkins, 2004: 142).

Whenever and wherever the curriculum is implemented, communication channels must always be open so that the new program came not as a surprise. A discussion about a program between teachers and curriculum experts is the key success of implementing the curriculum. Communication of curriculum implementation is complex events, because it describes the transmission of facts, ideas, values, feelings, and attitudes of someone innovator curriculum change to other groups in this case is teachers and students (Ornstein and Hunkins, 2004: 142).

To ensure that the communication network is thorough and messages sent in accordance with the place, so the curriculum actor must understand communication informal channel in the education system (Ahmad, 2011: 32).

CONCLUSION

The conclusions of this study are (1) the roles of teachers in curriculum implementation are as translator, counselor, evaluator, leader; facilitator, drafter, actor, participant, and motivator; (2) headmaster has role as planning, implementation, and evaluation; (3) the head of the madrasa has a larger role than the teachers, because the headmaster as one who give influence in the implementation of the curriculum at the school, while the teachers practice in the classroom. However, the two sides could collaborate with each other, so that the implementation of the curriculum can be run well; and (4) the implementation of the curriculum in MAN 3 Jakarta can be done well, thanks to the support of students, parents, school committees, and related parties.

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